

FOR PRIVATE SPECIAL EDUCATION PROGRAMS

APPLICATION FOR RENEWAL OF NEW HAMPSHIRE DOE SPECIAL EDUCATION APPROVAL / NONPUBLIC SCHOOL APPROVAL

2012-2013



Submit All Application Materials by November 15, 2012

Based on
The Individuals with Disabilities Education Improvement Act (IDEA) (2004)
New Hampshire Rules for the Education of Children with Disabilities (Ed 1100, 2008)
New Hampshire Rules for the Approval of Nonpublic Schools (Ed 400, 2005)

New Hampshire Department of Education
**APPLICATION FOR NHDOE SPECIAL EDUCATION APPROVAL AND NONPUBLIC SCHOOL
APPROVAL OF PRIVATE PROGRAMS**

APPLICATION MATERIALS AND ASSURANCES

***These application materials must be submitted electronically in Microsoft Word format
to jbergero@seresc.net by
NOVEMBER 15, 2012***

Any supporting materials may be mailed to:

Jane Bergeron-Beaulieu
SERESC
29 Commerce Dr.
Bedford, NH 03110

- | | |
|---|--|
| <input type="checkbox"/> Completed, Signed Application | <input type="checkbox"/> Registration Documentation from the Secretary of State |
| <input type="checkbox"/> Updated Health & Fire Inspection Forms | <input type="checkbox"/> Documentation of Non-Profit Status |
| <input type="checkbox"/> Completed Private School Self-study | <input type="checkbox"/> School Calendar
(as outlined in Ed 401.03 (2005)) |
| <input type="checkbox"/> All Special Education Policies and Procedures | |

Private Program Name:			
Executive Director:			
Mailing Address:		City:	Zip:
Phone:	Fax:	E-mail:	

Education/Special Education Director:			
Mailing Address:		City:	Zip:
Phone:	Fax:	E-mail:	

SIGNATURES:

Executive Director

Date

Director/Coordinator of Education/Special Education

Date

New Hampshire Department of Education APPLICATION FOR NHDOE SPECIAL EDUCATION APPROVAL AND NONPUBLIC SCHOOL APPROVAL OF PRIVATE PROGRAMS						
PRIVATE PROGRAM CURRENT INFORMATION PAGE						
Date:	Name & Title of Contact Person:			Email:		Phone:
School Name:				Street, City, State & Zip:		
Program(s) Name and Location	Grade Range	Age Range <i>See Bureau of Special Education FY'07 Memo #26, public schools are required to comply with this. It is suggested that private schools also comply.</i>	Maximum Program Capacity Number of students with disabilities, both in-state and out-of-state	Gender All males, all females or both	Educational Disabilities Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairments, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments, Traumatic Brain Injury, Visual Impairments	Type School Year, Summer, or Year Round <i>*See definitions below</i>

*** School Year Program** = Program operates during the typical school year calendar. This program might run 180 days, and would have no program during the summer. Private entities must submit a rate setting application for the school year program. NHDOE will establish a school year rate.

Summer Program = Program operates during the summer months and is different than the school year program, with, for example, less staff and/or a different curriculum. Private entities must submit a separate rate setting application for summer programs. NHDOE will establish a summer rate. This program may be more an enrichment or remedial program with additional activities, etc.

Year Round Program = Program operates during the typical school year and in addition continues throughout the summer. The summer component would have equivalent staffing, same curriculum, etc. Basically, the summer program would look similar to the school year program in that students would still be getting the same education necessary to implement their IEPs. Private entities must submit a rate setting application for the year-round program. The NHDOE will establish a year-round rate.

NOTE: THIS FORM IS TO BE USED ONLY FOR ALL CURRENTLY APPROVED PROGRAMS.
IF YOU ARE STARTING A NEW PROGRAM OR CHANGING EXISTING PROGRAMS, PLEASE REQUEST A NEW/CHANGE APPLICATION FORM.
Contact: Jane Bergeron-Beaulieu (jbergero@seresc.net), Pat Larkin (pat@seresc.net) or Michele Watson (mwatson@seresc.net) or call 206-6800

New Hampshire Department of Education
APPLICATION FOR NHDOE SPECIAL EDUCATION APPROVAL AND NONPUBLIC SCHOOL
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SCHOOL PROFILE

INSTRUCTIONS:

In this section of the application, the NHDOE is requesting that the private special education school gather information to provide a profile of the school. The data collected and recorded in this section will be used in the Case Study Compliance Review Report to provide a comprehensive description of the school.

SCHOOL DEMOGRAPHICS	2011-2012	2012-2013
Student Enrollment <u>as of October 1</u>		
Do you accept out-of-state students? If so, list number from each state in 12-13		
Number and Names of Sending New Hampshire LEAs (as of October 1, 2012)		
# of Identified Students Suspended One or More Times		
Average Length of Stay for Students		
STAFF DEMOGRAPHICS		
Student/Teacher Ratio (as of October 1, 2012)		
# of Certified Administrators		
# of Certified Teachers		
# of Teachers with Intern Licenses		
# of Related Service Providers		
# of Paraprofessionals		
# of Professional Days Made Available to Staff		

Please complete the table below, listing the number of students in each category.

SPECIAL EDUCATION PROGRAM DATA		
<u>Primary Disability Types:</u>	2011-2012	2012-2013
Autism		
Deaf / Blindness		
Deafness		
Developmental Delay		
Emotional Disturbance		
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disabilities		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment		

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ADDITIONAL INFORMATION FOR NONPUBLIC SCHOOL APPROVAL:

Please confirm the following:

	<u>YES</u>	<u>NO</u>
Is this school for profit? If non-profit, please submit documentation of non-profit status.		
Is this school open 180 days per year in accordance with Ed 401.03 (2005)? If not, please attach any waiver received from the Commissioner, NH Department of Education. Please submit a school calendar with your application.		
This program is registered with the Secretary of State's Office (SOS) to do business in New Hampshire. (http://www.sos.nh.gov/corporate/index.html) Please submit documentation indicating you are registered with the SOS.		
English will be the primary language used in this school, per RSA 189:19.		
The school will submit to the NH Department of Education, on or before October 15 th each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers, in accordance with RSA 189.28.		
The school will display a United States flag no less than 5 feet in length outdoors, as required in accordance with RSA 189:17.		
The school will require students to be immunized against diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola and tetanus prior to enrollment, and maintain the results in the students' records, per RSA 141-C:20a.		
Does the school have an Automated External Defibrillator (AED)? If so, is it registered as required by RSA 153-A:32.		

Note: For programs that offer a residential component, the NHDOE will require a "walk through" of the residential areas as part of the approval process.

****Completed Health and Fire Inspection Forms must be submitted with this application for each education building. Fire Inspections must be completed while school is in session and the report must be submitted by December 15th, 2012. Health inspections must be current through June 30, 2013.**

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MISSION, VISION AND BELIEFS

Beliefs and a mission provide a clear focus and a foundation for all procedures and decisions that are made within educational communities. Mission statements are intended to express ideals toward everyone associated with the educational community. Please take a few minutes to provide the mission, vision and beliefs for student learning within your private facility/non-district program.

STRATEGIC PLAN AND LONG TERM GOALS

Please describe the strategic plan and long term goals for your school.

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**CORRECTIVE ACTION(S)/IMPROVEMENTS RESULTING FROM
 PREVIOUS PROGRAM APPROVAL VISIT**

**In this Section, Please Address the current status on FINDINGS OF NON-COMPLIANCE / REQUIRED
 ACTIONS since the Previous Program Approval Visit:**

FINDING / REQUIRED ACTION	CORRECTIVE ACTION	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS
Example: ED 1109.01 Elements of an Individualized Education Program (IEP) Finding: A lack of clearly written measurable annual goals in IEPs.	A series of professional development sessions will be offered in developing well-written measurable annual goals. Teachers will have collaborative time for peer review of goals (workshops).	All student IEP goals are measureable on random selection. Goals are clearly connected to students' present level of performance. Students' progress is quantifiable and regularly measured and demonstrates improved students' achievement.

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**In this section, please address the progress made on SUGGESTIONS FOR IMPROVEMENT since the
previous Program Approval visit:**

SUGGESTION FOR IMPROVEMENT	IMPROVEMENT ACTIVITY	EVIDENCE OF IMPACT ON STUDENTS

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LEA SURVEY

New Hampshire Department of Education
Special Education Program Approval and Improvement Process

LEA: (optional)	Date:
Private School:	
Number of Students and Responsibility for Placement: LEA:	Court: Parents:

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING LIKERT SCALE:

4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.				
2. I am satisfied the student has made progress in the educational curriculum at the above school.				
3. There is evidence of effective instruction aligned with fidelity to the curriculum.				
4. The school consistently follows special education rules and regulations.				
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.				
6. The school has an effective behavioral management program.				
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.				
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.				
9. The school effectively uses data to measure academic growth and to inform instruction.				
10. The school uses data to measure behavioral growth and to inform instruction.				
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.				
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).				
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.				
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.				
15. The school actively plans for future transition to a less restrictive environment.				
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).				
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.				
18. The school team sets meeting times that are convenient for both parents and the LEA.				
19. I would enroll other students at the school.				

Comments:

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SUMMARY REPORT OF SENDING LEAs

Name of Private School:		
Total number of surveys sent:	Total # of completed surveys received:	Percent of response:
Number of students placed by: LEA:	Court:	Parent:

INSTRUCTIONS: PLEASE TYPE TOTAL NUMBER OF RESPONSES IN EACH BOX.

SCALE 4 STRONGLY AGREE 3 AGREE 2 DISAGREE 1 STRONGLY DISAGREE

	4	3	2	1	No Answer
1. The private school has a curriculum fully aligned to NH Curriculum Frameworks/Common Core State Standards.					
2. I am satisfied the student has made progress in the educational curriculum at the above school.					
3. There is evidence of effective instruction aligned with fidelity to the curriculum.					
4. The school consistently follows special education rules and regulations.					
5. The school has developed and implemented effective policies and procedures for management of student behavior including the use of aversives.					
6. The school has an effective behavioral management program.					
7. I am satisfied with the special education, related and other supplementary aids and services provided by the school.					
8. The school implements all parts of students' IEPs including accommodations and modifications in both instruction and assessment.					
9. The school effectively uses data to measure academic growth and to inform instruction.					
10. The school uses data to measure behavioral growth and to inform instruction.					
11. A mid-year review and annual evaluation of the child's progress relative to the IEP are conducted.					
12. The school has a comprehensive progress monitoring system that is communicated and provided to LEA and parents at least as often as the sending district (minimum 3 times per year).					
13. The progress monitoring reports describe the child's progress toward meeting the IEP goals, include a record of attendance, and are written in terminology understandable to the parent.					
14. I am satisfied with the way the school communicates students' progress to the parents and the LEA.					
15. The school actively plans for future transition to a less restrictive environment.					
16. The school implements all aspects of the transition services needs for students turning 14 during the IEP service period and Transition Services as outlined in Indicator 13 (16 years).					
17. If the school finds it necessary to change or terminate placement, they notify the LEA by convening the IEP team to: review the concerns, review/revise the IEP, discuss the placement and determine if the facility can fully implement the IEP and provide FAPE.					
18. The school team sets meeting times that are convenient for both parents and the LEA.					
19. I would enroll other students at the school.					

Analysis of Response by Private School (Insert additional page if needed):

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PARENT SURVEY

New Hampshire Department of Education
Special Education Program Approval and Improvement Process

(If you wish to complete this form for more than one child, make a copy or request a 2nd copy from the school.)

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:

3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum. (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks)				
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.				
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.				
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.				
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").				
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).				
7. I know whom to contact if I have questions about my child's placement or progress in this program.				
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.				
9. I have been involved in the development of my child's IEP.				
10. I am satisfied that my child is making progress toward his/her IEP goals				
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.				
12. My child will graduate with a high school diploma				
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.				
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).				
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.				
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)				

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17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.				
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.				
OTHER:				
21. I fully participate in special education decisions regarding my child.				
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year				
MY CHILD'S GRADE LEVEL IS (circle one): preschool elementary middle school high school What suggestions would you offer to the school that would improve your child's education? 				

:

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GUIDELINES FOR ANALYZING PARENT SURVEY DATA

Review the surveys after they have been completed and returned to you. Complete the data summary form on the next page. Analyze results by school or by program, as determined with your technical assistant.

Please use the following guidelines when analyzing the data:

1. List areas of relative strength identified by parents in each of the three focus areas (Access to the General Curriculum, Transitions, and Behavior Strategies and Discipline).
2. List survey results in areas that may indicate need for improvement.
3. What areas of focus would you target if you were developing an action plan based on this survey data?

Analysis of Parent Survey Responses by Private School:

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SUMMARY OF PARENT SURVEY DATA

Name of Private School:		
Total number of surveys sent:	Total # of completed surveys received:	Percent of response:

INSTRUCTIONS FOR SCHOOL:
PLEASE FILL IN ACTUAL NUMBER OF RESPONSES (NOT PERCENT) IN EACH BOX.

SCALE 3 = COMPLETELY 2 = PARTIALLY 1 = NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
1. I am satisfied that my child has access to the general education curriculum (Academic IEP goals and school curriculum aligned with Common Core State Standards /NH Curriculum Frameworks).				
2. My child has opportunities to interact with non-disabled peers on a regular basis unless the IEP team has determined that the interaction is not appropriate/reasonable.				
3. I am informed on a regular basis and with clear evidence of my child's progress in the general education curriculum.				
4. I understand that a variety of information (observations, test scores, results of evaluations, school work samples, behavioral data, etc) was considered in developing my child's IEP for this placement.				
5. I am satisfied that there is a direct connection between my child's needs and the components of his/her IEP and the supports and services ("reasonably calculated to provide educational benefit").				
6. I am satisfied that the sending school district has fully considered the Least Restrictive Environment in recommending this placement for my child (to the maximum extent appropriate, my child is educated with non-disabled peers).				
7. I know whom to contact if I have questions about my child's placement or progress in this program.				
8. I am satisfied that the staff of this placement worked collaboratively with my school district in developing my child's current IEP.				
9. I have been involved in the development of my child's IEP.				
10. I am satisfied that my child is making progress toward his/her IEP goals.				
FOR PARENTS OF HIGH SCHOOL STUDENTS ONLY:				
11. My child earns credits toward a regular high school diploma in all of his/her classes.				
12. My student will graduate with a high school diploma				
TRANSITION:				
13. I am satisfied with the planning and support provided for my child as he/she moves from grade to grade, school to school, public school to private school.				
14. All of the people who are important to my child's transition were part of the planning (grade appropriate).				
15. All of the people/agencies who are required to be part of transition planning for my child were part of the transition process.				
16. FOR PARENTS OF STUDENTS AGE 16 OR OLDER ONLY: I am satisfied that my child's IEP meets all the requirements of Secondary Transition: measureable post-secondary goals, necessary supports and services, age-appropriate transition assessments, specific invitation to the Transition meeting, etc. (DOE Indicator #13)				

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17. I am satisfied that the post-secondary Transition Goals for my child are reviewed on a regular basis, have the necessary supports and services to be accomplished, are connected to annual IEP goals, and can lead my child to productive participation/activities post-graduation or post-21 years as appropriate.				
BEHAVIOR STRATEGIES AND DISCIPLINE:				
18. My child's classroom behaviors affect his/her ability to learn. <i>If the answer is yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
	3	2	1	No Answer
19. I have been involved in the development of behavior interventions, strategies and supports for my child.				
20. I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.				
OTHER:				
21. I fully participate in special education decisions regarding my child.				
22. I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.				

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PERSONNEL ROSTER

INSTRUCTIONS

ONE ROSTER IS TO BE COMPLETED FOR EACH OF THE FOLLOWING:

1. One roster for each program within the private facility. Include **all professional staff** employed in the school who provide services to students with educational disabilities, with educators and administrators listed on one page and related service providers on the separate page designated for Contract Services.

For all staff listed as accepted into an Alternative IV certification program, please provide a copy of their intern license with the personnel roster.

Please list names on roster as they are listed on certificates. Include maiden name &/or middle initial if possible; nicknames are not accepted.

2. One roster listing **all consultants and contracted service personnel.**

For any school that does not have a full array of qualified educators, certified individuals must be available to oversee and consult accordingly. Refer to the NH Minimum Standards for Public School Approval.

ED 306.15 Provision of Staff and Staff Qualifications
ED 306.26 Kindergarten – Grade 8 Curriculum
ED 306.27 High School Curriculum, Units of Credit, Graduation Requirements and
Co-curricular Program

If a private school does not have certified staff for all areas outlined in the NH Minimum Standards, consultants must be hired. **Please attach to the personnel roster a description of the consultation model being used by your facility.**

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2012-2013 PRIVATE SPECIAL EDUCATION SCHOOL PERSONNEL ROSTER

PLEASE READ INSTRUCTION SHEET (PREVIOUS PAGE) BEFORE COMPLETING

Include **all professional staff** employed in the school who provide services to students with educational disabilities
 (List Contracted Services Staff on next roster page)

Date:	Private Facility:	Program Name:
Completed by:	Phone:	Email:

Name	School or Program	Job Title	Endorsed in	Check One			License or Certificate Number	Expiration Date	NHDOE USE ONLY
				Certified/ Licensed	In Process	Not certified or Licensed			
<i>Examples: Mary Lamb</i>	<i>Resource Room Teacher</i>	<i>Gen. Sp. Ed., L.D.</i>	X				<i>123456789</i>	<i>6/30/10</i>	
<i>John Franklin</i>	<i>5th Grade EH Teacher</i>	<i>In process – see attached letter</i>	X			<i>Enrolled in Alt IV</i>		<i>6/30/11</i>	
<i>Jane (Osborn) Johnson</i>	<i>MR Teacher, Grades 9-12</i>	<i>Educational Intern License</i>	X			<i>0012356</i>	<i>6/30/10</i>		
<i>Mark Smith</i>	<i>Educational Interpreter – Non- Grade Designation</i>	<i>Educator Interpreter/ Translator</i>	X			<i>060536987</i>	<i>6/30/11</i>		
Please list educators and administrators. List name as listed on certificate – include maiden name &/or middle initial if possible; nicknames are not accepted.									

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2012-2013 PRIVATE SPECIAL EDUCATION SCHOOL CONTRACTED SERVICES ROSTER

Include **all professional staff** employed by the school who provide contracted/consultation services to students with educational disabilities.
(See attached list of private school required consultants)

Date:	School Name:		Program Name:					
Name	Program / Job Title	Endorsed in (required for: E = Elementary M = Middle H = High)	Check One			License or Certificate Number	Expiration Date	NHDOE USE ONLY
			Certified/ Licensed	In Process	Not certified or Licensed			
<i>Examples: Mary Smith</i>	<i>Music Teacher</i>	<i>Music Education</i>	<input checked="" type="checkbox"/>			<i>123456789</i>	<i>6/30/11</i>	
<i>John R. Jones</i>	<i>Library Media Services</i>	<i>Library Media Specialist</i>		<input checked="" type="checkbox"/>		<i>Enrolled in Alt IV</i>	<i>6/30/10</i>	
<i>Mary (Ott) Donaldson</i>	<i>Art Teacher</i>	<i>Art Education</i>	<input checked="" type="checkbox"/>			<i>0012356</i>	<i>6/30/10</i>	
<i>Katherine (Lee) Brown</i>	<i>Physical Education</i>	<i>Physical Education & Health</i>	<input checked="" type="checkbox"/>			<i>060536987</i>	<i>6/30/12</i>	
List consultant name as listed on certificate Include maiden name &/or middle initial if possible; nicknames are not accepted.								
		Administrator 0003,0006 (E,M,H)						
		Art Education (art or music) 0200 (E,M,H)						
		Library Media Specialist 0036 (E,M,H)						
		Guidance Counselor 0040 (E,M,H)						
		Music (music or art) 1200 (E,M,H)						
		Health 1200 (E,M,H)						
		Physical Education 0800 (E,M,H)						

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		Information and Communication Technology 3000,1000 (E,M,H)						
		Reading Specialist 0037 (E)						
		Mathematics 2600,2700 (M,H)						
		Science 1301,1302,1304 (M,H)						
		Social Studies 1501 (M,H)						
		English/Language Arts 0500,0501 (M,H)						
		Family & Consumer Science 0900 (M,H)						
		Technology Ed (M,H)						
		Business (H)						
		World Languages 0606,0625,0626, 0608,0609,0613, 0618,0619 (H)						
		Early Childhood/Preschool 1866 (E if applicable)						
		Elementary Education 1810 (E)						
		Special Education 1900,1833,1910, 1855,1907,1844,1909 (E,H,M)						

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**NHDOE Bureau of Special Education
Program Approval and Improvement Process
Private Special Education Schools**

Description of Roles and Responsibilities of Certified Consultants Working with Private Special Education Schools: Guidance Document

It is the role of the New Hampshire Department of Education to ensure that all students with disabilities are provided Free and Appropriate Public Education (FAPE), including equal educational opportunities and full access to the general curriculum. As part of NHDOE Case Study Compliance Review Process, one critical element that is reviewed by the NHDOE is curricula, specifically ensuring that there is a viable curriculum which meets state requirements and that there are appropriately credentialed staff responsible for implementation of the course offerings. Recognizing that private special education schools have limited resources and that student enrollments are typically quite small, assembling a full time staff to cover all curriculum requirements presents a challenge.

In an attempt to assist private special education schools in meeting the certification standards for educational personnel, the NHDOE, Bureau of Special Education, has endorsed the implementation of a “consultation model” for use in the private special education school setting. In order to further define and clarify how this consultation model can be utilized, the following guidelines are provided:

When is a consultant needed?

Attached to this document are the core curriculum requirements for elementary, middle and high school levels. Depending on the grade span of the private special education school, each of these curriculum areas must be offered, along with a certified teacher who will be responsible for providing the instruction. If the certified teacher does not hold certification in the content area in which he/she is teaching, there must be a consultant who holds that certification working along with the teacher. For example, a certified special education teacher providing instruction for a high school English course must have a certified English teacher consulting with them in the design of instruction and monitoring of the curriculum. It is important to note, that consultants working with NH special education schools must hold teaching certification in the area in which they are consulting; **HQT status is not recognized** as fulfilling the requirement for certification. It is also important to note that private special education schools providing programming for grades k-8 must meet all of the elementary and middle school curriculum requirements.

What Are Possible Roles and Responsibilities of Consultants Hired By the Private Special Education School?

The role of a consultant providing services to a private special education school will vary depending on a variety of factors within each special education school. Listed below is a list of the possible roles and responsibilities of consultants who are offering technical assistance and consultation services to private special education schools. Please keep in mind that the list below is just a sampling of roles that might be covered by consultants.

- To share curriculum information and assist in the planning and delivery of instruction
- To assist in the private school in identifying nationally recognized norm referenced or criterion referenced assessment tools that are designed to measure the effectiveness of the curriculum, instruction and assessment.
- To provide demonstration lessons , observe lessons being taught, and assist in measuring the effectiveness of the instruction being provided
- To share curriculum resources, such as materials, supplies, technology based information
- To act as a mentor, provide guidance and offer suggestions to the private school staff
- To assist the private special education school in making connections with resources and professional development available in the public school setting or greater educational community
- To share current research
- To assist in curriculum development
- To create relationships and conditions for collegial conversations and reflective practice

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How Often Are Consultant Services Utilized, and How Should Provision of Services Be Documented?

There are no set guidelines regarding the “frequency” of consultation to individual teachers in the private special education setting. This will vary depending on the model of consultation being used, the number of consultants, and the size of the private school staff. At minimum it is recommended that there be monthly consultation sessions for core curriculum (Language Arts, Math, Science, Social Studies); this can be face to face meetings, consultation by phone and/or electronic. Additionally, a minimum of quarterly consultation is recommended for all other required content areas. All consultation may be provided individually or through small group work sessions through a Professional Learning Community Model. It is of critical importance that the consultation services offered be designed to meet the unique needs of the school and of the individual teacher and also be considered as a rich resource to the staff and administration. The NHDOE requires you to provide evidence of the use of consultants by filling out the table below:

*The private special education school may want to consider the development of an official “contract” that is consistently utilized for any individual providing consultation services.

Name of consultant	Frequency of the Consultation (including but not limited to dates and times)	Purpose of the Consultation	Method of Consultation (face to face, electronic, small group etc.)	Evidence of Impact Upon the Curriculum/Instruction Provided	Feedback From Staff Members Receiving the Consultation	Information Regarding Payment/Fee for Service

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REQUIRED CERTIFIED STAFF OR CONSULTANTS
ED 306.15 Provisions of staff and staff qualifications

Each school shall provide the services of a certified administrator (e.g. special education administrator, principal), a certified library media specialist and a certified guidance counselor(s); art, music, health and physical education teachers

Elementary: In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a)

Middle and High Schools: A library media specialist to support the instructional resources program and facility requirements.

NAME OF PRIVATE SCHOOL/PROGRAM:							
<u>STAFF REQUIRED</u>					<u>MARK YES OR NO</u>		
Requirements Endorsement/Code	Ed Number	Elem.	Middle School	High School	Curriculum in Place	Certified Staff	Certified Consultant
Administrator 0003,0006	Ed506.7 Ed506.04	X	X	X			
Art Education 0200	Ed507.09	X	X	X (art or music)			
Library Media Specialist 0036	Ed507.21	X	X	X			
Guidance Counselor 0040	Ed507.07	X	X	X			
Music 1200	Ed507.38	X	X	X (music or art)			
Health 1200	Ed507.15	X	X	X			
Physical Education 0800	Ed507.38	X	X	X			
Information and Communication Technology 3000,1000	Ed507.05	X	X	X			
Reading Specialist 0037	Ed507.12	X					
Mathematics 2600,2700	Ed507.25 Ed507.26		X	X (includes Algebra)			
Science 1301,1302,1304	Ed507.29 Ed507.31 Ed507.30		X	X (includes Biology and Physical Science)			
Social Studies 1501	Ed507.27 Ed507.27 1		X	X			
English/Language Arts 0500,0501	Ed 507.24 Ed504.24 1		X	X			
Family & Consumer Science 0900	Ed507.48		X	X			
Technology Ed	507.22		X	X			
Business	507.47			X			

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Requirements Endorsement/Code	Ed Number	Elem.	Middle School	High School	Curriculum in Place	Certified Staff	Certified Consultant
World Languages 0606,0625,0626, 0608,0609,0613, 0618,0619	Ed507.37 Ed507.36			X			
Early Childhood/Preschool 1866	Ed507.18	X (If applicable)					
Elementary Education 1810	Ed507.11	X					
Special Education 1900,1833,1910, 1855,1907,1844,1909	Ed507.39	X	X	X			

Note: HQT status is not recognized in private schools as fulfilling the requirement for certification.

- K-8 Schools must have content specialists required for core curriculum.

Table 306-1 Required Program Areas and Credits
(High Schools must offer)

All approved private special education high schools shall offer a minimum of 20 credits for a regular high school diploma.	
Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

In order to provide FAPE, each private school shall demonstrate the capacity to offer 45 credits as shown in the table.	
Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communication technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	½ credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
Social studies	5 credits

**** Please refer to the attached “High School Curriculum Standards Rubric Minimum Requirements for Private School Special Education Providers” for guidance. ****

**New Hampshire Department of Education Special Education
Program Approval and Improvement Process**

*The mission of NHDOE Special Education Program Approval is
to improve education results for all learners.*

**HIGH SCHOOL CURRICULUM STANDARDS RUBRIC
MINIMUM REQUIREMENTS FOR PRIVATE SCHOOL
SPECIAL EDUCATION PROVIDERS**

Purpose: *This document is intended to be used by the Private School Special Education Providers and the NHDOE Case Study Process Technical Assistants as a tool for evaluating the school's current high school curriculum during the Case Study Process. This document DOES NOT need to be submitted with the application and is for guidance only.*

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HIGH SCHOOL CURRICULUM STANDARDS RUBRIC MINIMUM REQUIREMENTS FOR PRIVATE SCHOOL SPECIAL EDUCATION PROVIDERS

PREFACE

The High School Curriculum Standards Rubric - Minimum Requirements for Private Schools has been developed as an instrument to be used by Case Study Compliance reviewers as well as to inform private provider personnel as they develop high school courses. The rubric is aligned to the curriculum program standards prescribed in the *New Hampshire Minimum Standards for Public School Approval*. (Section Ed 306.27)

The rubric standards specify minimal learning expectations for required subject areas and for some open elective subject areas (Business, Consumer Science, and Technology Education). The standards serve as the basis for developing public school course content in high school subjects. They should be used for planning instructional programs in each private special education school to ensure that identified students in private school settings have access to the same curriculum standards as their non-disabled peers.

REQUIRED SUBJECTS AND CREDITS FOR HIGH SCHOOL GRADUATION

The awarding of a high school diploma requires that a student has successfully earned 20 credits distributed as specified below:

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

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Arts Education Program Standards (Ed 306.31)		
Evidence that the Arts Education Program provides:	Yes	No
<p>Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <ul style="list-style-type: none"> a. Create, perform, and respond with understanding b. Participate actively in at least one of the art forms of dance, music, theatre or visual art c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines e. Relate various types of arts knowledge and skills within and across the arts and other disciplines f. Use technology as ways to create, perform, or respond in various arts disciplines g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life. 		
<p>A planned curriculum that provides for:</p> <ul style="list-style-type: none"> a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork e. Developing artistry and artistic skill sequentially over time f. Critical thinking skills and artistic choices in the creation and evaluation of artworks g. Addressing opportunities available beyond the regular classroom h. Embedding in the students global arts-related history and culture 		
Sound assessment practices		

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Information and Communications Technology Education Program Standards (Ed 306.42)		
Evidence that the Information and Communications Technology Education Program Standards provides opportunities for students to:	Yes	No
Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making		
Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of: Reading; Mathematics; English and language arts; Science; Social studies, including civics, government, economics, history, and geography; Arts; and World languages		
Use 21 century tools to develop cognitive proficiency in: Literacy; Numeracy; Problem solving; Decision making; and Spatial / visual literacy		
Use 21st century tools to develop technical proficiency at a foundation knowledge level in: Hardware; Software applications; Networks; and Elements of digital technology		
<p>Create digital portfolios which:</p> <p>a. Address the following components:</p> <ol style="list-style-type: none"> 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools 6. Technology problem solving and decision-making tools <p>b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects</p> <p>c. Include, at a minimum, such digital artifacts as:</p> <ol style="list-style-type: none"> 1. Standardized tests 2. Observation 3. Student work 4. Comments describing a student's reflection on his/her work 		
<p>The school shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Use of common productivity and web based software 2. Use of a variety of multimedia software and equipment 3. Configuring computers and basic network configurations 4. Applying programming concepts used in software development 		

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English Language Arts Program Standards (Ed 306.37)		
Evidence that the English/language arts program provides:	Yes	No
Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society		
Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning		
Evidence of systematic instruction and activities designed to enable students to:	Yes	No
Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea		
Write and present speeches for a variety of purposes and audiences		
Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers		
Use correctly the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work		
Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments		
Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary		
Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons		
Know and appreciate both traditional and contemporary literature, including English, American, and works in translation		
Understand literary analysis through discussion and writing activities		
Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture		
Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems		

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Mathematics Education Program Standards (Ed 306.43)		
Evidence that the Mathematics program provides:	Yes	No
Opportunities for all students to solve problems by: a. Using multiple strategies b. Reading and interpreting mathematics c. Communicating mathematical ideas through speaking and writing d. Making connections within and among mathematical ideas and across disciplines		
Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment		
Opportunities for authentic tasks that: a. Promote student decision making and questioning b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof		
Opportunities for all students to explore the historical and cultural development of Mathematics		
Opportunities for all students to: a. Research mathematically-related careers b. Have direct interaction with the mathematics involved in various careers c. Research the mathematical requirements of various college majors		
Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level		
Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns		
Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives		
Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom		
A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra		

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Science Education Program Standards (Ed 306.45)		
Evidence that the Science program provides:	Yes	No
Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science		
Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions		
Evidence that the following concepts are taught in Physical Science classes:	Yes	No
a) Conservation of matter b) Conservation of energy, matter and energy in nuclear phenomena c) Newton's Laws involving the structure and interaction of matter and energy d) Chemical principles, including the ability to distinguish among materials by utilizing observable properties e) Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe		
Evidence that the following concepts are taught in Biology classes:	Yes	No
a) Molecular and cellular biology b) Genetics c) Plant and animal diversity and the structure and function of plants and animals d) The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals e) Population biology f) Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection g) Ecology, and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions h) The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium		
Evidence that the following concepts are taught in Chemistry classes:	Yes	No
a) Structure of matter b) States of matter c) Chemical classification d) Introductory organic chemistry e) Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics f) Thermodynamics		
Evidence that the following concepts are taught in Physics classes:	Yes	No
a) Principles of mechanics		

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b) Laws of conservation c) Basics of waves d) Fundamentals of electricity and magnetism e) Atomic and nuclear physics		
Evidence that the following concepts are taught in Earth Science classes:	Yes	No
a) The Earth is a unique member of the solar system, located in a galaxy, within the universe b) The Earth is a complex planet with 5 interacting systems, namely: <ul style="list-style-type: none"> • Solid earth or lithosphere • Air or atmosphere • Water or hydrosphere • Ice or cryosphere • Life or biosphere c) The Earth contains a variety of renewable and nonrenewable resources		
Evidence that Systematic instruction, fieldwork, experimentation and activities designed to enable students to:	Yes	No
a) Know about the diversity of natural phenomena and the methods of studying and classifying them b) Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world c) Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge d) Gather scientific data through laboratory and field work e) Construct tables and graphs from given data and interpret data presented in tables and graphs f) Draw conclusions and inferences from data g) Apply scientific concepts and skills in solving real problems and in everyday situations h) Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language i) Appreciate the unifying concepts and principles within the natural sciences j) Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology k) Acquire an understanding of the history of science and the realization that science is a human endeavor l) Be aware of concerns about the current and future impacts of science and technology on society and the environment		

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Social Studies Education Program Standards (Ed 306.46)		
Evidence that the Social Studies program provides:	Yes	No
Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history and includes the related areas of sociology, anthropology, and psychology		
Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world		
Opportunities to practice citizenship in the school and Community		
Opportunities for systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations		

Health Education Program Standards (Ed 306.40)		
Evidence that the Health Education Program provides:	Yes	No
<p>Systematic instruction designed to enable students to:</p> <ul style="list-style-type: none"> a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health c. Demonstrate the ability to access valid health information and health-promoting products and services d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks e. Analyze the effect of culture, media, technology, and other influences on health f. Demonstrate the ability to use interpersonal communications skills to enhance health g. Demonstrate the ability to use goal-setting and decision making skills to enhance health h. Demonstrate the ability to advocate for personal, family, and community health 		
<p>A planned curriculum in health education designed to teach the following content areas of health education:</p> <ul style="list-style-type: none"> a. Alcohol and other drug use prevention, in accordance with RSA 189:10 b. Injury prevention c. Nutrition d. Physical activity e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10 f. Tobacco use prevention g. Mental health h. Personal and consumer health i. Community and environmental health 		
Sound assessment practices in health education		

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Physical Education Program Standards (Ed 306.41)		
Evidence that the Physical Education Program provides:	Yes	No
Systematic instruction designed to enable students to: <ul style="list-style-type: none"> a) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities b) Demonstrate understanding of movement concepts, principles, and performance of physical activities c) Participate regularly in physical activity d) Achieve and maintain a health enhancing level of physical fitness e) Exhibit responsible personal and social behavior that respects self and others in physical activity settings f) Value physical activity for health, enjoyment, challenge, self-expression, and social interaction 		
A planned curriculum in physical education that will provide for: <ul style="list-style-type: none"> a) A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child b) Fitness education and assessment to help children understand and improve or maintain their physical well-being c) Development of cognitive concepts about motor skills and fitness d) Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective e) Promotion of regular amounts of appropriate physical activity now and throughout life f) Utilization of technology in attaining instruction, curricular, and assessment goals 		
Sound assessment practices		

OPEN ELECTIVES STANDARDS

Business Education Program Standards (Ed 306.33)		
Evidence that the Business Education program provides:	Yes	No
A student-centered learning environment, guiding learners as they prepare skills needed to be effective citizens, consumer, workers, and business leaders		
Opportunities for students to become familiar with business principles, practices, attitudes, and procedures basic to successful participation in the business world		
Systematic instruction and activities designed to enable students to: <ul style="list-style-type: none"> a) Function as economically literate citizens by developing and applying personal consumer economic skills, knowledge of social and government responsibility, and business operations b) Select and apply the tools of technology as they relate to personal and business decision making c) Locate, retrieve, evaluate, and use information from traditional and emerging resources d) resources 		

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e) Demonstrate leadership, teamwork and interpersonal skills needed to function in diverse business settings f) Develop an awareness of career opportunities and lifelong learning skills that will enable students to: <ul style="list-style-type: none"> • Have an understanding of career choices and their interrelations • Make wise career decisions and successful career transitions g) Apply the principles of law in personal and business venues h) Develop and apply skills in administrative support i) Develop an understanding of the global business environment, including its cultural, political, legal, economic, and ethical systems		
Opportunities for students to acquire basic knowledge in: <ul style="list-style-type: none"> a) Accounting b) Business law c) Career development d) Communication e) Computation f) Economics g) Personal finance h) Entrepreneurship i) Information technology j) International business k) Management l) E-business m) Marketing 		
Opportunities for students to participate in cooperative education and work experience Programs:	Yes	No
Evidence that in Business Communication courses students will: <ul style="list-style-type: none"> a) Learn to communicate effectively as writers, listeners, and speakers b) Apply and enhance technology and processing skills that are critical for acquiring, recording, interpreting, evaluating, and managing information 		
Evidence that in Accounting, Banking, and Finance courses the following topics are taught: <ul style="list-style-type: none"> a) The United States enterprise system b) Saving and investment planning c) Supply and demand d) Management, consumption and distribution of goods and services e) Marketing and distribution to the consumer f) Business decision making g) Careers in business and marketing h) Human relation skills i) The global economy j) International finance k) Trade relations 		

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Consumer Science Program Standards (Ed 306.38)		
Evidence that the Consumer Science program provides:	Yes	No
Opportunities for students to develop the knowledge, skills, attitudes, and behaviors needed for balancing personal, home, family, and work lives		
Instruction which emphasizes the development of all individuals into effectively literate consumers and managers of resources		
Instruction which emphasizes knowledge and skills to promote optimal food, nutrition, and wellness practices		
Opportunities for students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings		
Opportunities for students to learn about adult roles and responsibilities including: <ul style="list-style-type: none"> a) Personal financial literacy b) Interpersonal relationships c) Communications and conflict resolution d) Positive adult roles 		
Opportunities for students to learn about: <ul style="list-style-type: none"> a) Career, community, and family relations b) Consumer and resource management c) Foods, nutrition, and wellness d) Hospitality, tourism, and facilities management e) Housing and textiles f) Human growth and development 		
Opportunities for systematic instruction and activities designed to enable students to: <ul style="list-style-type: none"> a) Balance personal, home, family, and work lives b) Promote optimal nutrition and wellness across the life span c) Function effectively as providers and consumers of goods and services d) Manage resources to meet the needs of individuals and families; e) Strengthen the well-being of individuals and families f) Develop attitudes and habits conducive to career planning, preparation, and success g) Understand the principles of human growth and development h) Manage housing, furnishings, clothing, and textiles i) Understand the hospitality and tourism industry 		

Technology Education Program Standards (Ed 306.47)		
Evidence that the Technology Education program provides:	Yes	No
Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems		
Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts		
Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction		

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Systematic instruction and activities designed to enable students to:		
<ol style="list-style-type: none"> a) Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure b) Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner; c) Develop skills in specific machine and tool operations d) Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process e) Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems f) Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment g) Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate h) Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups 		

The six open electives can be selected from any of the following subject areas:

- Arts education
- Business education
- Information and communication technologies
- Family and consumer science
- World languages
- Health education
- Physical education
- Technology education
- English
- Mathematics
- Science
- Social studies